

**THE INFLUENCE OF PLUS MINUS INTERESTING (PMI) STRATEGY
TOWARDS STUDENTS' WRITING ANALYTICAL EXPOSITION TEXT
ABILITY IN THE SECOND SEMESTER OF THE ELEVENTH GRADE OF
SMK N BANDAR LAMPUNG IN ACADEMIC YEAR 2019/2020**

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By

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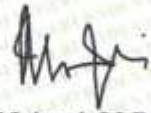
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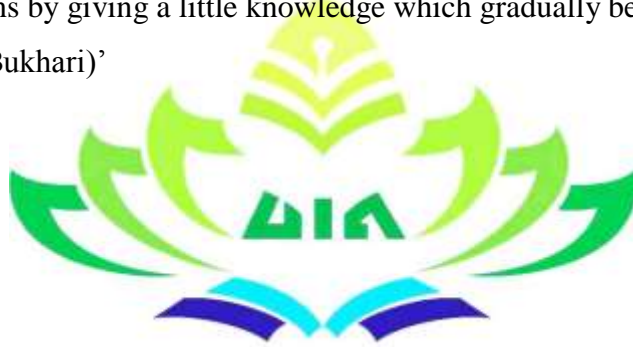
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MOTTO

النَّاسَ يُرَبِّي الذِّي الرَّبَّانِي وَيُقَالُ عُلَمَاءَ فُقَهَاءَ حُلَمَاءَ رَبَّانِيَّيْنِ كُونُوا
كِبَارِهِ قَبْلَ الْعِلْمِ بِصِغَارٍ

"Be a supporter educator, fiqh expert, and cleric. It is called an educator if someone educates humans by giving a little knowledge which gradually becomes a lot."

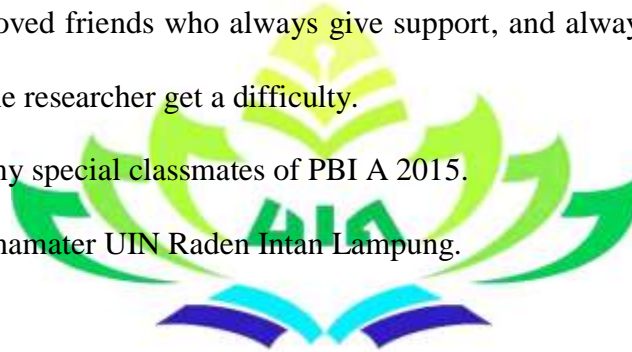
‘(Narrated by Bukhari)’



DEDICATION

This thesis is dedicated to:

1. My beloved parents my father Mr. Usman Gumanti and my mother Mrs. Zaima who always pray all day long, give me financial support and motivation to study hard until now. Thanks for giving the researcher spirit.
2. My beloved brothers and sisters Briptu Endi Hendri and Iin Melia Mertiza, Amd.keb who always gave me love, spirit, and support for my success.
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4. My beloved friends who always give support, and always solve my problem when the researcher get a difficulty.
5. All of my special classmates of PBI A 2015.
6. My Almamater UIN Raden Intan Lampung.



DECLARATION

Hereby, I stated that thesis entitled The Influence of Plus Minus Interesting (PMI) Strategy Towards Students' Writing Analytical Exposition Text Ability at the Second Semester of the Eleventh Grade of SMKN 5 Bandar Lampung in Academic Year of 2019/2020 is completely my own work, I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in my thesis.



Bandar Lampung, Juni 2020
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All praises be to Allah *Azza wa Jalla*, who has given the researcher mercy and blessing in life until this thesis untitled “The Influence of Plus Minus Interesting (PMI) Strategy Towards Students’ Writing Analytical Exposition Text Ability at the Second Semester of the Eleventh Grade of SMKN 5 Bandar Lampung in Academic Year of 2019/2020” can be completely finished as requirement for the Degree of Bachelor of Education in English Education.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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May Allah Subhanallahu Wa Ta'ala bless us all. The researcher realizes that this thesis is still far from perfection, so that I expect constructive suggestion and criticism from all side for the perfection of this thesis project. Furthermore, thesis is expected to be useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, Juni 2020

Dwita Merzanti
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CHAPTER I INTRODUCTION

A. Background of Problem

Writing is one of the skills that can encourage us to be creative. Writing is an activity which has a significant role in a daily life, because writing is clarification phenomena though and feeling. Through writing the students can explore their minds by using words and paper to control and find out the relationship among their ideas. Writing can help us to remind what we have got and helps us to open our knowledge and also one of way in sending message or information from the writer to the reader.

Writing as the communication of content for a purpose to an audience. The content refer to what the writer wants to say consisting of main idea and key details.¹ Writing is an important part of life, whether in the workplace or school, as a hobby or in a personal communication. Good writing skill allow us to communicate well. Writing is important because it improves communication skills, creative thinking and creativity. It also helps the writer express ideas, beliefs and personality. Writing is used in many areas of our lives, it is the frame work of our communication.

We are encountered with writing in our lives. Writing is one of the communication tools, so mastering the writing skill is very important to enable the learners to communicate their ideas with the readers in written form. It is a continuous process of thinking and organizing, rethinking, and reorganizing.² As we know that learners face difficulties in writing. General problems are the difficulties in forming of words into good sentence or known as grammar. It seems nice in speaking but in writing, we have to form each words correctly based on the rules of tenses or

¹ PehaSteve, *Writing Teacher's Strategy Guide*, (www.ttms.org/steve_peha/steve_peha.htm, February 10, 2015), p.58.

² Boardman, A Chintya, *Writing to Communicate: Paragraph and Essay*, New York: Longman, 2002, p.11.

grammar. The teacher should concern to this situation in order to make the students easier in learning writing and to make them become a good writer.

In teaching writing, the teacher should be able to teach the students about how to overcome their writing problems, such as using appropriate vocabulary, organize the sentence correctly, etc. Generally, the students write a composition of writing about descriptive, narrative or procedure. But it seems rare to write analytical exposition text. Analytical exposition is a text that is intended to persuade readers that something should be in the case.³ It means that analytical exposition is a text which has purpose to persuade the reader based on the case or based on the topic given. It is not easy to teach the students about how to write a text which unfamiliar to be heard. The students need to teach effectively by using strategy, therefore they will be able to write well.

Based on preliminary research at SMKN 5 Bandar Lampung, especially at eleventh grade. The researcher found that the students have difficulties in writing. They have difficulties in making writing composition because they assumed that writing is hard to be learned, therefore they were lazy to learn writing. They also have difficulties in combining words to become sentence in written form. In this school, especially at eleventh grade, the teacher has never used PMI strategy in teaching writing. The researcher got the data through interview with English teacher, and give some questions to the students in written form. The teacher said that most of students do not like an English lesson. They follow it because of the rules in the school not because they like this lesson.

The researcher did preliminary research on Thursday, August 1st 2019. Based on the interview that the researcher did to English teacher in the eleventh grade, the

³ M. Anderson, & K. Anderson, *Text Types in English*, South Yarra: Macmillan Education Australia PTY Ltd, 1997, p. 2-3.

teacher said that the students have difficulties in writing such as: cannot use appropriate vocabulary in writing, students have difficulties in making grammatical sentence and they have difficulties to fit the topic with the content of text. It happens because students assume that writing is hard to be learned, so that they have no motivation to learn writing more.

Frequently, they were lazy to arrange word and make it become correct sentence because of grammar and tenses. They were confused what should be written first and how to fix each sentences. The researcher had seen the students' writing score at the eleventh grade of SMKN 5 Bandar Lampung, most of students were got low scores. Here the researcher decides to measure students' writing assessment by using Heaton's. According to Heaton, there are five components generally recognized in scoring writing. They are; content, organization, vocabulary, language use, and mechanic. In each components of writing there are 4 standards of scoring, they are; excellent to very good, good to average, fair to poor, and very poor.⁴ Below the result of the students' score which still low and facing difficulties in writing:

Table 1
Scoring Standards and Range in Writing Assessments

No	Range	Qualification	Class						
			TSM 1	TSM 2	MM 1	ANM 1	DPK K 1	Total of Students	Percentage %
1	80-100	Excellent to Very Good	3	1	5	3	2	14	10.8%
2	66-79	Good to Average	3	2	1	2	1	9	6.9%
3	56-65	Fair to Poor	1	1	3	4	5	14	10.8%
4	≤55	Very Poor	17	19	21	20	16	93	71.5%
Total			24	23	30	29	24	130	100%

Source: The Score Data from English Teacher of SMKN 5 Bandar Lampung in the Academic Year of 2019/2020.

Note:

⁴ Heaton Brian, *Writing English Language Tests*, London: Longman Group UK Limited, 1988.p.146.

TSM : teknik sepeda motor
MM : multimedia
ANM : animasi
DPKK : desain dan produksi kria kayu

From the data in Table 1, it can be seen that from TSM 1, TSM 2, MM 1, ANM 1, and DPKK 1 of the eleventh grade of SMKN 5 Bandar Lampung, the total number of students were 130. From 130 students, there were 14 students (10.8%) who got score in criteria excellent to very good, 9 students (6.9%) who got score in criteria good to average, 14 students (10.8%) who got score in criteria fair to poor, and 93 students (71.5%) who got score in criteria very poor. It means that most of students (71.5%) still faced difficulties in writing ability. They should be taught effectively and patiently because the students at the eleventh grade should be able to write composition of the text. They are on high grade and almost have graduated. It will have an effect to their future if they cannot write English well.

Besides asking an English teacher, the researcher also questioned the students by using questionnaire sheet. It has function to know whether it is true or not that the students like an English lesson, especially about writing or they are truly hate it. The questionnaire consisted of some questions which aims to measure the students' excitement in writing. The question started by asking the students about the importance of English itself. It consisted of questions; do you like an English lesson? and what is the benefit of learning English? Then the questions were more specific to the students' problem in writing. It consisted of questions; do you think that writing is important to be learned? do you like the teacher's learning style in writing? do you have psychological problems in learning writing such as motivation and self-confidence? and what are the aspects in writing which is hard to be learned?.

The researcher got the result of questionnaire which most of the students did not like English lesson, especially writing. Questionnaire consisted of some questions

that aimed to see students' excitement in learning writing. The total number of students who have given questionnaire were 130 students in 5 classes. In TSM 1 there was 58.3% who did not like writing, in TSM 2 there was 56.2% , in MM 1 there was 65.2%, in ANM 1 there was 68.6%, and in DPK 1 there was 65.8%. The question of questionnaire was the type of "yes" or "no" questions with another options "sometimes". The students were answer the questions freely, because it has no effect to their writing score.

The questionnaire had been conducted to measure students' interest in writing. It has advantages in measuring students' difficulties in writing, descreasing their bad mood when learning writing, and analyzing their specific problems in writing. Besides, it also has disadvantage such as: no effect to their activeness when learning, because the activeness depends on teacher's strategy in teaching.

From the result of questionnaire above, the researcher concluded that the students have difficulties in writing. It also relates to the data of students' score given by the teacher. The students did not really like writing lesson. It can be improved because another result shown that the students answered "sometimes". It means that honestly they like it, but the instruction and the material given cannot encourage them to follow the lesson and to activated their mind.

Based on the result of preliminary research, the researcher is interested to conduct a research and it is hoped that the students' score will be better than before. She would like to apply a strategy in teaching-learning writing. This strategy called PMI (plus, minus, interesting). PMI is a strategy lateral, creative and critical brainstorming thinking and attention direction tool that prompts students to consider mutiple approaches to a topic. The topic consists of plus (positive), minus (negative),

and interesting sides.⁵ This would not so hard to be taught and learnt because it provides detail charts and the students will focus to write each sides one by one. Therefore, they will know to start their arrangements. PMI strategy is a solution for them who are facing difficulties in exploring their mind to write something.

The effectiveness of PMI strategy had been proved by some researchers. The first research conducted by Eva Nuryulianti. She conducted a research entitled “The Improvement of the Students’ Writing Skill Through Plus, Minus, Interesting (PMI)”.⁶ This research aimed at finding out whether the use of plus, minus, interesting strategy could improve students’ writing skill especially in writing descriptive paragraph or not. The quasi-experimental research design was applied in this research. In conclusion, the use of plus, minus, interesting strategy can improve the students’ writing skill particularly in writing descriptive paragraph.

The previous research and the present research are the same about using PMI strategy and writing skill. The difference is previous research focused on descriptive text but in present research focuses on analytical exposition text. There is also difference about the students’ grade. The previous research applied on Junior High School level but the present research will be conducted on Senior High School Level. It must be different, because the way of teaching in each grades would not be the same.

The second research conducted by Hastini. She conducted a research entitled “The Improvement of the Students’ Writing Ability through Plus, Minus,

⁵ De Bono Edward, *De Bono’s Thinking Course*, London: BBC Book, 1988, p.2.

⁶ Nuryulianti Eva, *The Improvement of the Students’ Writing Skill Through Plus, Minus, Interesting (PMI)*, Pasangkayu: 2014, Retrieved on June, 29 2019 from [http://e-Journal of English Language Teaching Society \(ELTS\) Vol. 2 No. 3 2014 – ISSN 2331-1841](http://e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 3 2014 – ISSN 2331-1841).

Interesting (PMI) Strategy at the Second Grade of SMA Ribandang”.⁷ The results indicated that the use of Plus, Minus, Interesting (PMI) Strategy could improve the students’ writing ability. It means that there was significant difference of the students’ writing ability before and after being taught using Plus, Minus, Interesting (PMI) Strategy at the Second Grade of SMA Ribandang. The statistical computation showed that Plus, Minus, Interesting (PMI) Strategy was effective in improving the students’ writing ability.

The previous research and the present research are the same about using PMI strategy and writing skill. The difference is about the aim of research. The previous research aimed to improve students’ writing ability with no specific text, it means that the text is free based on the syllabus at the school. But in present research, it aims to find an influence of PMI towards students’ writing skill with specific text. It is on analytical exposition text.

The third research conducted by Wulandari. She conducted a research entitled “The influence of using plus minus interesting (PMI) technique towards students’ report text writing ability at the first semester of the eleventh grade of MA AL- HIKMAH Bandar Lampung in the Academic Year of 2017/2018”.⁸

This research was conducted based on the phenomena taking place in school that were many students considered writing was difficult. After giving the post-test, the writer analyzed the data by using independent sample t-test. The researcher

⁷ Hastini, *The Improvement of the Students’ Writing Ability through Plus, Minus, Interesting (PMI) Strategy at the Second Grade of SMA Datuk Ribandang*, Makassar: Muhammadiyah University, Retrieved on June, 26 2019 from [http:// Jurnal-Keguruan-dan-Ilmu-Pendidikan \(JKIP\) FKIP Unismuh-Makassar, Volume 2 No. 1 Juni-2015](http://Jurnal-Keguruan-dan-Ilmu-Pendidikan (JKIP) FKIP Unismuh-Makassar, Volume 2 No. 1 Juni-2015).

⁸ Wulandari Kurnia, *The Influence of Using Plus Minus Interesting (PMI) Technique towards Students’ Report Text Writing Ability at the First Semester of the Eleventh Grade of MA AL- HIKMAH Bandar Lampung in the Academic Year of 2017/2018*, Bandar Lampung. Retrieved on August, 28 2019 from <http://.plus-minus-interesting-writing-skill-paper.com>.

suggested that the use of PMI strategy could be an alternative to teach English, especially to enhance students' writing skill.

The previous research and the present research are the same about using PMI strategy and writing skill. The difference is the previous research focused on report text but in present research focused on analytical exposition text.

Referring to the 3 previous research above, the researcher wanted to know more about the effect of plus, minus, interesting (PMI) strategy in teaching-learning writing. Plus, minus, interesting (PMI) was a strategy which can build the students' activeness. By using this strategy the students knew how to write well, it started from plus, then write minus, in the end the interesting point of a topic. The teacher just give the students some topics, then they chose one of it as their topic to make writing composition.

Based on the background of problem above, the researcher conducted a research at the first semester of the eleventh grade of SMKN 5 Bandar Lampung. Therefore, the researcher proposed a research entitled "The Influence of Plus Minus Interesting (PMI) Strategy Towards Students' Writing Analytical Exposition Text Ability at the Second Semester of the Eleventh Grade of SMKN 5 Bandar Lampung in Academic Year of 2019/2020".

B. Identification of Problem

The researcher identified the problem of this research as follow:

1. The students assume that writing is difficult to be learned.
2. The students have lack of vocabulary and grammar, therefore they have difficulties in arranging words to become sentence/paragraph.
3. The students do not know how to start their arrangement of writing.

C. Limitation of Problem

In this research, the researcher focused the research only on the aim of finding Influence of Plus Minus Interesting (PMI) Strategy Towards Students' Writing Analytical Exposition Text Ability. The focus of text was in analytical exposition due to syllabus at the Second Semester of the Eleventh Grade of SMKN 5 Bandar Lampung in Academic Year of 2019/2020.

D. Formulation of Problem

Based on the identification and the limitation of the problems, the researcher formulated the problem as follows:

Is there any influence of plus, minus, interesting (PMI) strategy towards students' writing analytical exposition text ability at the second semester of the eleventh grade of SMKN 5 Bandar Lampung in academic year of 2019/2020?.

E. Objectives of Research

The objectives of the research was to find out whether there was an influence of PMI (plus, minus, interesting) strategy towards students' writing analytical exposition text ability at the second semester of the eleventh grade of SMKN 5 Bandar Lampung in academic year of 2019/2020.

F. Significances of Research

The significances of the research were:

1. Practically

To increase and motivate students in learning writing by using plus, minus, interesting (PMI) strategy especially in writing analytical exposition text and also to introduce the students about new strategy in learning writing.

2. Theoretically

The result of the research may become a reference to the teacher in increasing students' writing ability through the use of plus, minus, interesting (PMI) strategy towards students' writing analytical exposition text and also to clarify some theories related to PMI strategy in order the further research could be better.

G. Scope of Research

1. Subject of Research

The subject of this research was the students of the second semester of the eleventh grade of SMKN 5 Bandar Lampung.

2. Objects of Research

The objects of the research was the students' writing ability of analytical exposition text.

3. Place of Research

The research was conducted at the second semester of the eleventh grade of SMKN 5 Bandar Lampung which located at Jl. Pangeran Tirtayasa No.88, Sukabumi Indah, Bandar Lampung 35122.

4. Time of Research

The research was conducted in academic year of 2019/2020.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher described the concept of TEFL, writing, teaching and learning writing, principle of teaching writing, component of teaching writing, analytical exposition text, plus minus interesting (PMI) strategy, advantages of using plus minus interesting (PMI) strategy, procedure of teaching writing through plus minus interesting (PMI) strategy, conceptual framework, and hypothesis.

A. Teaching English as Foreign Language (TEFL)

1. Concept of TEFL

Teaching and learning English as a foreign language can be one tool to opens the windows of the world. In Indonesia, English is taught as a foreign language; therefore English is not used for daily communication in social interaction. The students who learn English as a foreign language have little or limited exposures to use their English in real life situations. Because, it is learned only in the classroom and not for constant to use in daily activities.

According to Harmer that the language is generally taken to apply the students who are studying, general English at school and institute in their own country or as transitory visitor in a target language country.⁹ It means that student who study English as foreign language needs to achieve target language, because English is not their mothertongue or it is as language visitor for them.

In teaching English, the teacher should prepare the material instruction and technique well because both language learning and teaching can regarded as a process.

The Teacher must give the best thing to student, and it must be appropriate with the

⁹ Harmer Jeremy, *How to Teach Writing: Effective Sentence, Paragraph, and Essay*, (New York: Longman, 2004),p.39.

right role. The teacher have to encourage the students to practice their English orally in the classroom interactions.

According to Muhassin that communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by the teacher also reveals that the dominant communicative activity of each English skill implemented in TEFL is the teachers' asking the questions in speaking, note-taking in listening, pre-question in reading, and making sentences in writing.¹⁰

It means that to achieve the objective of teaching English as a foreign language (TEFL), the first step that teacher should know is the goal of teaching learning English and the teacher should select the appropriate technique to be used in teaching English. So if we want to learn the foreign language we have to know the goal of teaching learning process and how to apply it.

Based on the explanation above, the researcher concludes that the teacher should be able to create facilities and even condition in which consequently gives the students many opportunities and participation for learning in the classroom. In learning and teaching English as foreign language, the students should be active and involved in doing the activities given by the teacher. The student are expected to be able to use English for communication both in spoken and written form. The teaching learning activities should be given with many variations such as asking the questions, note-taking, pre-question, and making sentences.

B. Writing

¹⁰ Muhassin Mohammad, "Teachers Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at SMAN 9 Bandar Lampung," *Humaniora* 7, no 4 (October 30, 2016): I, <https://doi.org/10.21512/humaniora.v7i4.3601>.

1. Definition of Writing

Writing is one of the important skills of a language. Writing is the mental work of inventing ideas, thinking about how to express them and organizing them in to statements and paragraphs that will be clear to reader.¹¹ It means that writing is quite hard to be learned but if we got it clear once then as sure we mastered it well because that is not only from one aspects. We should think it first then write it down on paper after that we have to collaborate between our ideas and the sentences to become paragraphs.

Writing is an activity which has a significant role in a daily life, because writing is clarification phenomena though and feeling. Through writing the students can explore their minds by using words and paper to control and find out the relationship among their ideas. Writing is used to help students perform a different kind of activity. Students need to be able to write to do these activities, but the activities do not teach students to write¹². It means that writing helps us to remind what we have got and helps us to open our knowledge and also one of way in sending message or information from the writer to the reader.

From the theories above, the researcher concludes that writing is not easy, that is why we should know how to write well and produce the sentences well by learning all of the aspects in writing. The teacher should pay attention to the indicators of writing ability, in order to make the students able to write good composition.

2. Teaching and Learning Writing

Teaching writing is teaching the students how to express the idea or imagination in written words. In process of writing, the students should use language

¹¹ Nunan David, *Practical English Language Teaching*, (New York: Mc.Graw Hill, 2003),p.88

¹² Harmer Jeremy, *Op Cit*,p.33.

structure and diction. To be fluent in writing, learners have to build writing habit. A genre approach is especially appropriate for students of English for specific purposes. However, it is also highly useful for general English students, even at low levels, if we want them to produce written work they can be proud of.¹³ It means that in teaching writing, the teacher should use appropriate purposes. So that the students will understand the material given fastly.

Gebhard states that we cannot teach students to write by looking only at what they have written. We must understand how that came into being, and why it assumed that from it. We have to do hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product.¹⁴ It means that a good teacher knows the students' background knowledge in writing. Because teacher cannot judge the students by looking only at what they have written. It should relate to their process, and also by conducting an evaluation.

Based on the theory above, the researcher concludes that if a teacher wants the students to become fluent in writing, she/he should make specific purpose of writing itself, such as make purpose which relates to the things they will be proud of. By that way, the students will write their ideas widely, because things they would write is something they proud of or can be their favorite things.

3. Principle of Teaching Writing

There are some principles for teaching writing. It can be described as follows:

1. Understand students' reasons for writing

¹³ Harmer Jeremy, *The Practice of English Language Teaching*, Fourth Edition, (New York: Longman,2006),p.327.

¹⁴ Gebhard Jerry, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, (Ann Arbor: The University of Michigan Press, 2000), p.221.

It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the students work.

2. Provide many opportunities for students to write

To improve writing skills, the students must always practice. The teacher must give many choices for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

3. Make feedback helpful and meaningful

The students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that teacher used.

4. The teacher must clarify himself, and for his students, how their writing will be evaluated

Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.¹⁵

From the principles of writing above, the researcher concludes that the teacher need to know what are the principles in writing, in order to make teaching-learning process effective. There are four principles; the first is understand students' reasons for writing, this means a teacher knows the students' problems and the goal of writing. The second is provide many opportunities for students to write, this means a teacher guides students to practice their writing through some kind of texts such as narrative,

¹⁵ Harmer Jeremy, 2004, *Op.Cit*, p.92.

recount, report, procedure, etc. The third is make feedback helpful and meaningful, this means teacher must always provide a feedback and make sure that the students understand the vocabulary or symbols that teacher used. The last is the teacher must clarify himself, and for his students, how their writing will be evaluated, this means the evaluation will be based on elements of writing such as content, organization, vocabulary, language use, and mechanic.

Below the scoring system which can be used by the teacher to measure students' writing ability:¹⁶

Table 2
Scoring System

Content	30-27	Excellent to very good: knowledgeable, substantive
	26-22	Good to average: some knowledge of subject – adequate range
	21-17	Fair to poor: limited knowledge of subject – little substance
	16-13	Very poor: Does not show knowledge of subject – non substantive
Organization	20-18	Excellent to very good: fluent expression – ideas clearly stated
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent – ideas confused or disconnected
	9-7	Very poor: Does not communicated – not organization
Vocabulary	20-18	Excellent to very good: Sophisticated range – effective word/ idiom choice and usage
	17-14	Good to average: Adequate range – occasional errors of word/ idiom form, choice, usage of meaning not obscured
	13-10	Fair to poor: Limited range – frequent errors of word/idiom form, choice, usage
	9-7	Very poor: Essentially translation – little knowledge of English grammar
Language use	25-22	Excellent to very good : effective complex construction
	21-18	Good to average : effective but simple construction
	17-11	Fair to poor : Major problem in simple/complex construction
	10-5	Very poor : Virtually no mastery of sentence construction rules
Mechanics	5	Excellent to very good : Demonstrates mastery of conventions
	4	Good to average : Occasional error of spelling, punctuation
	3	Fair to poor : Frequent errors of spelling, punctuation,

¹⁶ Heaton Brian, *Writing English Language Tests*, (London: Longman Group UK Limited, 1988),p.146.

	2	capitalization Very poor : No mastery of conventions –dominated by errors of spelling, punctuation, capitalization, paragraphing
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Source: Brian Heaton, *Writing English Language Tests*, London: Longman Group UK Limited, 1988,p.146.

From the explanation above, it is clear that the teacher also should organize the teaching and learning process. In order to help the students understand how to write well. So, teaching of writing is not a simple matter but teacher can create a lot of activities which can raise students' motivation in writing. But applying the right strategy in writing class, it is believed that students will have high enthusiasm in joining the lesson.

4. Component of Teaching Writing

Teaching is not a simple way activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future.

Rivers claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language; words, sentences, grammar, and how to transfer those segments into written forms.¹⁷ It means that in writing there are four components. They are words, sentences, grammar and how could learners combine those segments to become good paragraph in written forms.

Furthermore, Richard and Renandya state that the component of writing consists of planning, drafting, revising, and editing. On planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next on the

¹⁷ Rivers Wilga, *Teaching Foreign-Language Skills*, (Chicago: The University of Chicago Press, 1981),p.294.

revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students on the editing stage are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.¹⁸

It means that there are four stages of writing. Each stage provides its own activity which makes students easier in making writing composition. They are planning, drafting, revising, and editing. Learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. In teaching the students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing



C. Analytical Exposition Text

Analytical exposition text is generally defined as a text which consists of some arguments towards a topic that matters to be discussed. The arguments are followed by some facts or can be just an argument from the writer. This text has the purpose to discuss a topic in society that needs to be clarified and explained.

As Hendri states that an analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something in the case. This type of text can be found in

¹⁸ Richard Jack & Renandya Willy, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.303.

scientific books, journals, magazines, newspapers articles, academic speech or lecturers, research report, etc.¹⁹

It means that analytical exposition text is a text which describe someone's opinion and that opinion must be about an argument towards something in the case. Frequently, this text can be found scientific books, journals, magazines, newspapers articles, etc.

The generic structure of analytical exposition text as follows:

1. Thesis

Introduce the topic and shows speaker or writer position; outlines the arguments are presented.

2. Arguments

It consists about Point and Elaboration. Point states the main argument and Elaboration develops and supports each points of argument.

3. Conclusion

Conclusion (restatement), restates speaker or wrier position.²⁰

Generic Features of Analytical Exposition as follows:

1. Focus on generic human and non human participation.
2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something.
3. It uses emotive and evaluative words.
4. It often needs material processes. It is used to state what happens, e.g ha polluted.. etc.
5. It usually uses simple present tense and present perfect tense.

¹⁹ Hendri Agus, *A Journal: Analytical Exposition Text*, Retrieved on September, 5 2019 from <http://www.education-learning-analytical-text-study-case.ac.id.p.1>.

²⁰ *Ibid.*

6. Enumeration is sometimes necessary to show the list of given arguments;
firstly, secondly, finally, etc.²¹

Below the example of analytical exposition text.

Topic Corruption has happened for many years and today it becomes a bad culture in Indonesia.
Argument 1 Most adult Indonesian or Foreigners have known and admitted that corruption happen in many places. When we manage to get some documents in public service offices, we usually need money to pay. Manipulations happen everywhere.
Argument 2 The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end and when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruption happen in police department, courts where the judges, public, lawyers make deals to do corruption.
Argument 3 The citizens have no goodwill to fight againsts corruption. If only the people were critical, diciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.
Conclusion: Corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the corruptors.

Figure 1: Example of Analytical Exposition Text

D. Plus Minus Interesting (PMI) Strategy

The teacher need to guide the students in writing, so that they will be easier in generating their ideas. To be able in good writing, they need to be taught by a technique or strategy. There are many techniques or strategies in teaching writing, such as; by using picture or describe something in written form. Here the writer will use a strategy namely Plus Minus Interesting Strategy.

De Bono mentions Plus Minus Interesting Strategy is a lateral, creative and critical brainstorming thinking strategy and attention direction tool that prompts students to consider multiple approaches to a topic.²² It means that Plus Minus Interesting Strategy is a strategy that allows students to think creative through three

²¹ *Ibid.*, p.3

²² De Bono Edward, *Op.Cit.* p.1.

sides. It makes them enthusiastic because they can write multiple, both from negative or positive sides, and from interesting side.

Plus minus interesting (PMI) strategy can be taught in writing and speaking. Because it provides chart which ask the students to write before they deliver their ideas orally.²³ It means that PMI can be used in teaching and learning writing, because the activity of this strategy is writing first before share the ideas to the others.

Many factors urge the teacher to use effective strategies in their classrooms. Effective, innovative strategies used by the teacher aim to deliver information, play an important role in making teaching-learning process more interactive, collaborative, meaningful and fulfilled. Plus, Minus, Interesting (PMI) is a strategy that requires to look at three outlooks; the positive or pluses, the negative or minuses, and the neutral or the interesting and also to make the students more active in the classroom with using these outlooks.²⁴ It means that PMI strategy helps the students to write easily, because it requires all of aspects such as pluses, minuses and neutral. Therefore, the students have their own perception towards the topic.

PMI strategy obliges students to consider all ideas even those ones they might normally reject at first sight, and to decide their idea after they have analyzed it instead of before. It enables students to consider all factors and other people's views for similar activities.

Below the figure of PMI strategy:²⁵

²³ Klippel Frederick, *Keep Talking: Communicative Fluency Activities for Language Teaching*, (London: Cambridge University Press, 1984), p.97.

²⁴ Priyamvada, *PMI (plus, minus, interesting): A Creative Thinking Strategy to Foster Critical Thinking*, International Journal of Academic Research and Development, Vol 2; Issue 6: November 2017, p.974-977. Retrieved on September, 5 2019 from <http://google.com/internationaljournalofacademicresearchanddevelopment.ac>.

²⁵ *Ibid.*

Plus	Minus	Interesting
Students place all of their positive ideas	Students place all of their negative idea	Students put any ideas that they have which are interesting, and need future investigation
<ul style="list-style-type: none"> • what they like? • what they learnt? • what they have done well? 	<ul style="list-style-type: none"> • what they did not like? • what they did not understand? • what things could have been improved? 	<ul style="list-style-type: none"> • they also can put questions in this section. • what do you find interesting about this? • what might the consequence of action and non action be? • what else does it make you think about?

Figure 2: Plus Minus Interesting Strategy

Based on the previous explanation about PMI strategy, it is clear that PMI strategy makes learners to generate their ideas and know what the readers want. To write something is not easy, that is why the solution is to make learners free when they are writing. Plus Minus Interesting makes students free to write not only from one aspects but three. It makes them easier in arranging words to become sentences.

1. The Procedure of Plus Minus Interesting (PMI) Strategy

Klippel mentions that the procedure of plus minus interesting (PMI) strategy are as follows:

- 1) The teacher gives the class some ideas and then student writes a composition for a few minutes.

The students need to write positive (plus), negative (minus), and interesting side of the ideas such as: *celebrating new year*, *smoking in public area*, *early marriage*, etc. Then, students choose one of the topics provided.

- 2) The students have to think of the plus points (P), minus points (M), and interesting points (I) of an idea.

In this stage, students have to think more detail about plus, minus and interesting sides based on the topic they have chosen before.

- 3) The ideas are discussed with the whole class.²⁶

The last step is discussing the material, it means all of students in the class and also the teacher will discuss the topics. Here, teacher might clarify which one is the plus side, negative, or even interesting in the students' writing tasks.

There is another expert who states about the procedure of PMI strategy. The procedure describes as follows:

- 1) The teacher asks the students "Why is it important to think about all sides of an issue or idea".
- 2) The teacher ask the students to identify Plus- Minus-Interesting aspects of the issue or topic. By identifying these aspects, students will have clear cut thinking about the issue.
- 3) The teacher poses another question: the teacher asks the students to vote for all the three aspects of the issue i.e. Plus-Minus-Interesting and record their responses on the board which will be followed by classroom discussion to value the process.
- 4) After making the PMI chart, the group can score the table to make a decision about the topic. When deciding on whether or not to take a particular course of action, use a scoring system along with the PMI strategy. Each idea in the plus-minus-interesting category will be given scoring which will range from (for example +5 to -5), which is subjective in nature. After scoring each idea, are tallied figures to decide if an action should be taken or not. In this procedure, time limit is there. Students can take 3-5 minutes at every step.

²⁶ Klippel Frederick, *Op.Cit.*p.98.

- 5) In the last step, on the basis of PMI chart including Plus, Minus and Interesting aspects, conclusion are made.²⁷

From both of procedures above which state by different experts, the researcher wants to use the first one. It has been chosen because the first procedure is easy to be taught and the steps are simple. It is also because the first procedure relates to writing material. As we can see on the first procedure “the teacher gives the class some ideas and then student writes a composition for a few minutes”. It is clear that the first procedure refers to writing. While the second procedure is more specific to speaking material, as we can see there is procedure “the teacher asks the students to think an issue or idea then record their responses on the board which will be followed by classroom discussion”. From this statement, it is not specific to teach the students about writing material and also the procedures are quite hard to be explained. It must be consumed much time in explaining the steps.

2. The Advantages of Plus Minus Interesting (PMI) Strategy

There are two experts who state about the advantages of PMI strategy. According to Streeter the advantages of Plus Minus Interesting (PMI) Strategy are as follows:

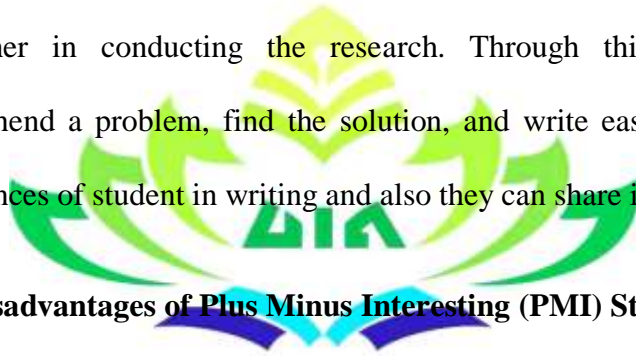
- 1) It can foster analytical thinking among students so that they feel comfortable in finding the solution of the problem.
- 2) It can be used in many contents areas. It means that the strategy can be used in teaching or non-teaching process.
- 3) It can be applied in group discussion. Through this strategy students can share their information or opinion about something, and they feel confident to share their idea in discussion as result students enhance their social skills.²⁸

²⁷ Priyamvada, *Op.Cit.*p.974.

According to Sanchez the advantages of Plus Minus Interesting (PMI) Strategy are as follows:

- 1) It can help students to generate ideas about a questions or problem.
- 2) It helps students to see and value both sides of an argument.
- 3) It helps the students to make enlightened decisions.
- 4) It encourages students to reflect on creative and border aspects of a topic.
- 5) It make students free to share their ideas with other.²⁹

From the explanation above, it can be concluded that there are many advantages of plus minus interesting strategy. It can be used to encourage the researcher in conducting the research. Through this strategy, students can comprehend a problem, find the solution, and write easily. This strategy can build confidences of student in writing and also they can share it to other confidently.



3. The Disadvantages of Plus Minus Interesting (PMI) Strategy

The disadvantages of Plus Minus Interesting (PMI) Strategy are as follows:

- 1) The PMI should be given right after class so that the feedback is fresh and direct.
- 2) The frequency of PMI use should be flexible, but you have to be consistent so that the feedback can be observed, evaluated, and made use of as a useful reflection of the class development.
- 3) The teacher has to answer every question that students ask in their PMI.³⁰

Based on the explanation above, the researcher concludes that there are also disadvantages of PMI strategy. Firstly, it should be given right in order to make the

²⁸ Streeter Karen, *Critical Thinking for Multiple Learning Styles*, (New Yorks: Cambridge University Press, 2004),p.14.

²⁹ Sanchez Brandon, *PMI A Strategy for Improving Thinking in the Classroom*. Retrieved on September, 21 2019 at 10:34pm from: <http://www.articledown.com/rss.php>, 2010,p.13.

³⁰ Sanpatchayapong Ubon, *Idea Sharing: PMI - A Tool for Students Reflection*, Thailand: Rangsit University, Retrieved on September, 13 2019 at 10:16pm from <http://www.b8dnlb83GSMon114101.pdf>. 2013, p.187-188. A Journal of PASAA, Volume 46.

material fresh. Then the teacher need to evaluate and answer the question that students ask in PMI strategy. It is clear that PMI strategy consumes much time in teaching-learning process if the teacher has no ability to make it effective. Because the teacher should teach PMI strategy flexibly.

E. Student-Centered (Learning Center Strategy)

A student-centered classroom defined as where the students are a central part of learning process. It is giving up some control and putting it on students to decide how ot what they will learn. It supported by Rogers, student-centered learning has been defined most simply as an approach to learning in which learners choose not only what to study by also how and why that topic might be interest.³¹ It means that student-centered can be defined as the way of teaching where the student is the ones who responsible to the learning process.

The student-centered classroom involves changes in the roles and responsibilities of learners and instructors, in the delivery of instructional strategies, and in learning itself. In the student-centered classroom, the learner requires individualization, interaction, and integration.³² It means that student-centered requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different style. This is also build learner's confidence to interact each other.

In student-centered, there are strategies which can be applied by teacher as follows:³³

³¹ Rodgers Collin, *As a Teacher, Can I be Myself? In Freedom to Learn for the 80s*, (Ohio: Merrill Publishing Company, 1983),p.1.

³² Moffett Jacob & Wagner Billy, *Student-Centered Language Arts*, (Portsmouth: Boynton Publisher Heinemann, 1992),p.2.

³³ A Journal: TEAL *Student-Centered Learning*, Retrieved on October, 9 2019 at 0:10am from http://www.google.com/6_teal_studentcentered_fact_sheet6.

learner- centered			
Cooperative Cooperative learning involves small groups working together to accomplish a learning task.	Presentations Presentations are learner presented assignments. Students can do these in groups or individually.	Panel/Expert Panels are a way to include many voices on a subject. Students can write & ask the questions in a Q & A session.	KWL Put it on the poster. What do you know? Want to know? Learn? How about the enhanced version- KWHIAQ?
Brainstorming Brainstorming puts the thinker to work. Present a situation. Ask learners to creatively think.	Create Media Present an issue and have the students create a public service video.	Discussion Present an issue and have the students talk about it. If they need add info, have them go find it.	Small Group What can a group of people accomplish? Draw out the best characteristics of the group. Assign roles.
Case Study Use case studies in the classroom to learn about complex issues, apply critical thinking, and explore scenarios.	Jigsaw Break students into groups, giving each member a different task. Bring group back together and share.	Learning Center Break up the classroom into different activities. After a set time ask students to rotate to new activity.	Experiments Design experiments and have students engage. Or, ask students to design the experiment.
Role Play Role playing allows the learner to try out the experience. It can be instructor created or learner created.	Simulation Computer simulation has grown. Use technology to simulate a real event. Practice without fear of failure.	Lab Setting up the class in a lab style enables students free movement and hands-on activities.	Workshop Students can create the workshop and conduct it with her peers. The peers can then give feedback.
Demonstration Demonstrations are a fun way to get students involved. Try cooking demonstrations or science demonstrations.	Index Card There are 101 ways to use an index card. Give the students the index card and ask them to create the activity. Set the guidelines together.	Inquiry based Inquiry based learning starts with a question. It comes in many forms. Try guided inquiry for more structure. Try open inquiry for less.	Mental Models Build mental models that can withstand new information. Draw out your mental model. Test it. Challenge it. Build it.
Project A project simulates what a learner could do at the workplace. It could also be a service project where students create positive change.	Problem Problem based learning seeks to solve problems. It might be a part of a problem. Learner finds solutions, while instructor facilitates.	Discovery Discovery can be broad or narrow in scope. Some discovery learning allows the learner to choose a topic and explore.	Q & A A Q & A session allows learners and facilitators to learn more from each other.
Social Media Use social media to effectively share a message. Get feedback. Keep it short and to the point. Did you convey effectively the message?	Games Games can be used to teach concepts, to give a learner a break to think, or to challenge one's ideas.	Competitions Students can engage in competitions locally or internationally. This allows the learner to engage with others around the world.	Debate During a debate students challenge each other. The debate can take a break at intervals for additional research.

Figure 3: Model of Learner-Centered.

Based on the strategies above, in this case the teacher uses Learning Center. It is a strategy where learner are empowered to create their own activities and select their own authentic materials. Learners interact through team learning and by teaching each other. During learning process, learners intergrate what they have learned with prior learning and construct new meaning.³⁴ It means that this strategy allows student

³⁴ *Ibid*, p.1.

to create their own activities, the student will interacting and teaching each other. They will learn how to construct new meaning related to their prior knowledge.

Learning Center is about break up the classroom into different activities. After a set time the teacher will ask student to rotate to new activity.³⁵ It means that learning center provides different activities and the teacher will just give student instruction in each activities, the process in learning will be handled by students mostly.

From the explanation above, the researcher concludes that student-centered or known also as learner-centered is an approach where there are strategies which can be used by teacher such as: learning center, games, small group, debate, jigsaw, etc. Even in this case, the researcher will apply learning center strategy because this strategy has been used by the teacher at the subject of research.

1. The Procedure of Learning Center Strategy

Below the procedure of teaching by using Learning Center strategy:

Learner:

- 1) Active participants in their own learning.
- 2) Make decisions about what and how they will learn.
- 3) Construct new knowledge and skills by building on current knowledge and skills.
- 4) Understand expectations and are encouraged to use self-assesment measures.
- 5) Monitor their own learning to develop strategies for learning.
- 6) Work in collaboration with other learners.
- 7) Produce work that demonstates authentic learning.

Instructor/Teacher:

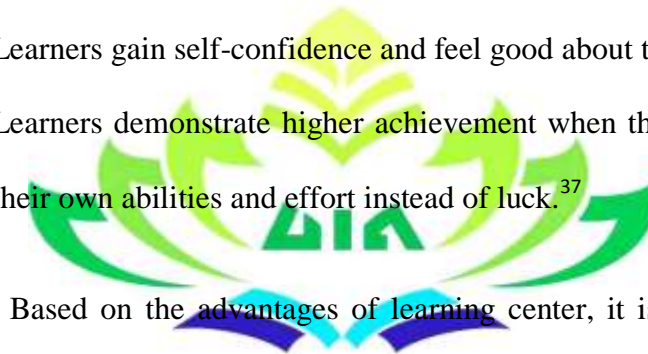
³⁵ *Ibid.*

- 1) Recognize and accomodate different learning modalities.
- 2) Provide structure without being overly directive.
- 3) Listen to and respect each learner's point of view.
- 4) Encourage and facilitate learner's shared decision-making.
- 5) Help learners work through difficulties by asking open-ended questions to help them arrive at conclusions or solutions that are satisfactory to them.³⁶

2. The Advantages of Learning Center Strategy

Below the advantages of learning center strategy:

- 1) Learners' motivation and actual learning increase.
- 2) Learners gain self-confidence and feel good about themselves.
- 3) Learners demonstrate higher achievement when they can contribute success to their own abilities and effort instead of luck.³⁷



Based on the advantages of learning center, it is clear that this strategy can influence the students' self-confidence and help them to improve their memories of material, and also increasing their intelectual potential. It is good since we know that most of students face difficulties in improving their memories about what the teacher had been taught in the class.

2. The Disadvantages of Learning Center Strategy

There are disadvantages of learning center as follows:

- 1) It focuses on students center, most activities in learning do by the students. It might pressured them.
- 2) The students need to train hard to solve their problems in learning.³⁸

³⁶ *Ibid*, p.2.

³⁷ Corley Matt, *Student-Centered Learning*, (San Francisco: Jossy-Bass Publishers, 2008),p.3.

From the explanation above, the researcher concludes that there are two disadvantages of learning center. It is about the process in learning. It focuses on students only. Therefore, the teacher has no specific role in teaching. It also push the students to train their mind harder, in order to solve their own problems.

F. Conceptual Framework

Based on the previous theories, it can be concluded that in a teaching-learning, one of the way is English teachers should be able to choose the most appropriate technique which is suitable to increase the students' writing ability. Writing is one of four skills in mastering English, so it plays an important part in mastering English. As we know that writing is difficult enough to master, but if students practice in many times, they will be able to write well. There are a lot of ways in writing, setting the context strategy is one of them.

Plus minus interesting (PMI) strategy is one way to improve the students' writing ability. Teacher can measure the students' writing ability through this strategy. The students usually find difficulties and bored in learning English, therefore English teacher have to find effective strategy to make them interest.

Plus minus interesting (PMI) strategy can be used in teaching-learning English especially to influence students' writing ability because by applying this strategy, students could practice to deliver their ideas towards everything around them and it can increase their knowledge in writing. Plus minus interesting (PMI) strategy can influence the students' writing skill because the students will have fun in teaching-learning process.

They can write what they wanted to write based on their own mind. It is a good way to make them want to write more. In other words, plus minus interesting

³⁸ *Ibid.*, p.6.

(PMI) strategy allows students to write freely from the positive, negative and interesting sides. This strategy is quite good to be applied in writing case.

The researcher schematized about the influence of plus minus interesting (PMI) strategy towards students' writing analytical exposition text ability as follows:

G. Hypothesis

Based on the theories and frame of thinking above, the researcher formulated the hypothesis as follows:

1. H_a :There is an influence of plus minus interesting (PMI) strategy towards students' writing analytical exposition text ability at the second semester of the eleventh grade of SMKN 5 Bandar Lampung in 2019/2020.
2. H_o :There is no influence of plus minus interesting (PMI) strategy towards students' writing analytical exposition text ability at the second semester of the eleventh grade of SMKN 5 Bandar Lampung in 2019/2020.

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